

### SECTION 3

Time: 40 Minutes

36 Questions

**Directions:** Each reading passage is followed by questions about it. Answer the questions that follow a passage on the basis of what is stated or implied in that passage. For each question, select the answer you think is best and record your choice by filling in the corresponding oval on the answer sheet.

#### Questions 1–6

Volcanoes are mountains, but they are very different from other mountains; they are not formed by folding and crumpling or by uplift and erosion. Instead, volcanoes are built by the accumulation of their own eruptive products—lava, bombs (crusted over lava blobs), ashflows, and tephra (airborne ash and dust). A volcano is most commonly a conical hill or mountain built around a vent that connects with reservoirs of molten rock below the surface of the Earth. The term volcano also refers to the opening or vent through which the molten rock and associated material flow. It is so hot that some rocks slowly melt and become a thick flowing substance called *magma*. Because it is lighter than the solid rock around it, magma rises and collects in magma chambers. Eventually some of the magma pushes through vents and fissures in the Earth's surface and a volcanic eruption occurs. Magma that has erupted is called *lava*.

Some volcanic eruptions are explosive and others are not. How explosive an eruption is depends on how runny or sticky the magma is. If magma is thin and runny, gases can escape easily from it. When this type of magma erupts, it flows out of the volcano. Because they move slowly enough for people to get out of their way, lava flows rarely kill

people. They can, however, cause considerable destruction to buildings in their path. If magma is thick and sticky, gases cannot escape easily. Pressure builds up until the gases escape violently and explode. In this type of eruption, the magma blasts into the air and breaks apart into pieces called *tephra*. Tephra can range in size from tiny particles of ash to house-size boulders. Large-sized tephra typically falls back to the ground on or close to the volcano and progressively smaller fragments are carried away from the vent by wind. Volcanic ash, the smallest tephra fragments, can travel hundreds to thousands of kilometers downwind from a volcano.

1. A primary difference between volcanoes and other mountains is in
  - (A) their height
  - (B) their age
  - (C) where they are located
  - (D) how they are formed
2. A volcanic eruption is likely to be most explosive if magma
  - (A) is thin and runny
  - (B) is thick and sticky
  - (C) rises and collects in magma chambers
  - (D) pushes out through fissures in the Earth's surface

3. The author uses italic print primarily to
  - (A) emphasize words that are used in an unusual way
  - (B) indicate words that are difficult to pronounce
  - (C) highlight important terms that are defined in the text
  - (D) indicate words that are not necessary to understanding the passage
4. All of the following can be explicitly answered by the passage EXCEPT:
  - (A) What factors contribute to hot temperatures deep inside the Earth?
  - (B) Why are some volcanic eruptions explosive while others are not?
  - (C) Why does magma rise and collect in chambers?
  - (D) Why does pressure build up in magma that is thick and sticky?
5. This passage would most likely appear in
  - (A) a newspaper
  - (B) a science textbook
  - (C) an adventure novel
  - (D) a safety manual

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6. Which of the following statements is NOT true of tephra?
- (A) It can range in size from tiny particles of ash to huge boulders.
  - (B) It can travel thousands of kilometers from a volcano.
  - (C) It can be found trapped in magma.
  - (D) It is the term for rock fragments erupted into the air by volcanoes.

Questions 7–10

*The following speech was delivered by Frederick Douglass at a meeting of the Anti-Slavery Society in Pittsburgh in 1863.*

I am one of those who believe that it is the mission of this war to free every slave in the United States. I am one of those who believe that we should consent to no peace which shall not be an Abolition peace. I am, moreover, one of those who believe that the work of the American Anti-Slavery Society will not have been completed until the black men of the South, and the black men of the North, shall have been admitted, fully and completely, into the body politic of America. I look upon slavery as going the way of all the earth. It is the mission of the war to put it down. I know it will be said that I ask you to make the black man a voter in the South. It is said that the coloured man is ignorant, and therefore he shall not vote. In saying this, you lay down a rule for the black man that you apply to no other class of your citizens. If he knows enough to be hanged, he knows enough to vote. If he knows an honest man from a thief, he knows much more than some of our white voters. If he knows enough to take up arms in defence of this Government and bare his breast to the storm of rebel artillery, he knows enough to vote. All I ask, however, in regard to the blacks, is that whatever rule you adopt, whether of intelligence or wealth, as the condition of voting for whites, you shall apply it equally

to the black man. Do that, and I am satisfied, and eternal justice is satisfied; liberty, fraternity, equality, are satisfied, and the country will move on harmoniously.

7. According to Douglass, the mission of the Civil War is to
- (A) destroy the Confederacy
  - (B) punish the rebel soldiers
  - (C) preserve the Union
  - (D) end slavery
8. Douglass believes the work of the Anti-Slavery Society should not be considered complete until
- (A) slavery is abolished
  - (B) blacks can move freely between the South and the North
  - (C) black men of the North and South have the right to vote
  - (D) all conditions for voting are ended
9. What does Douglass mean by calling for black men to be admitted “fully and completely into the body politic of America” (lines 13–14)?
- (A) They must have the same rights and privileges as all other citizens.
  - (B) They must be able to vote.
  - (C) They must be able to run for office.
  - (D) They must take up arms to defend the Government.
10. The purpose of Douglass’ speech was to
- (A) inform members of the society of the horrors of slavery
  - (B) convince listeners to adopt fair and equal voting requirements
  - (C) inform listeners of the progress of the war
  - (D) convince members of the society that slavery should be ended

Questions 11–17

The great Pullman was whirling onward with such dignity of motion that a glance from the window seemed simply to prove that the plains of Texas were pouring eastward. Vast flats of green grass, dull-hued spaces of mesquite and cactus, little groups of frame houses, woods of light and tender trees, all were sweeping into the east, sweeping over the horizon, a precipice.

A newly married pair had boarded this coach at San Antonio. The man’s face was reddened from many days in the wind and sun, and a direct result of his new black clothes was that his brick-colored hands were constantly performing in a most conscious fashion. From time to time he looked down respectfully at his attire. He sat with a hand on each knee, like a man waiting in a barber’s shop. The glances he devoted to other passengers were furtive and shy.

The bride was not pretty, nor was she very young. She wore a dress of blue cashmere, with small reservations of velvet here and there and with steel buttons abounding. She continually twisted her head to regard her puff sleeves, very stiff, straight, and high. They embarrassed her. It was quite apparent that she had cooked, and that she expected to cook, dutifully. The blushes caused by the careless scrutiny of some passengers as she had entered the car were strange to see upon this plain, under-class countenance, which was drawn in placid, almost emotionless lines. They were evidently very happy. “Ever been in a parlor-car before?” he asked, smiling with delight.

“No,” she answered, “I never was. It’s fine, ain’t it?”

“Great! And then after a while we’ll go forward to the diner and get a big layout. Finest meal in the world. Charge a dollar.”

“Oh, do they?” cried the bride. “Charge a dollar? Why, that’s too much—for us—ain’t it, Jack?”

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55 "Not this trip, anyhow," he answered bravely. "We're going to go the whole thing."  
—Stephen Crane from "The Bride Comes to Yellow Sky"

11. The tone of the passage suggests that the author regards the newly married couple with
- (A) embarrassment
  - (B) disrespect
  - (C) sympathy
  - (D) scorn
12. Which word best describes the newly wed couple?
- (A) well-to-do
  - (B) sad
  - (C) unpleasant
  - (D) unsophisticated
13. When this passage takes place, the bride and groom are most probably
- (A) in a hotel
  - (B) on a stagecoach
  - (C) in a diner
  - (D) on a train
14. As it is used in line 24, the word "furtive" most nearly means
- (A) stealthy
  - (B) steady
  - (C) focused
  - (D) unabashed
15. The narrator of this story is
- (A) the groom
  - (B) the bride
  - (C) an outside observer
  - (D) an adult looking back on his life
16. The main purpose of this passage is to
- (A) express an opinion
  - (B) introduce characters and setting
  - (C) resolve a crisis
  - (D) set up a conflict between two characters

17. By saying, "It was quite apparent that she had cooked, and that she expected to cook, dutifully," the author is suggesting that the bride
- (A) expects to eat out regularly
  - (B) has led a life of hard work
  - (C) has never eaten in a restaurant before
  - (D) wants to learn more about cooking

#### Questions 18–22

Over two decades ago, scientists in the Agricultural Research Service Vegetable Crops Research Unit at Madison, Wisconsin, began a quest to breed carrots packed with beta-carotene—an orange pigment used by the body to create vitamin A. Thanks largely to their work, today's carrots provide consumers with 75 percent more beta-carotene than those available 25 years ago.

The researchers, led by plant geneticist Philipp Simon, haven't limited themselves to the color orange. They've selectively bred a rainbow of carrots—purple, red, yellow, even white. Scientists are learning that these plant pigments perform a range of protective duties in the human body.

Red carrots derive their color mainly from lycopene, a type of carotene believed to guard against heart disease and some cancers. Yellow carrots accumulate xanthophylls, pigments similar to beta-carotene that support good eye health. Purple carrots possess an entirely different class of pigments—anthocyanins—which act as powerful antioxidants. While colored carrots are unusual, they're not exactly new. "Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe," says Simon. "But the carrot-breeding process has gone on intensively for just 50 years." In nature, different strains of carrots contain varying types and amounts of carotenoids—the pigments responsible for orange,

yellow, and red colors. To assist seed companies and growers who wish to produce nutrient-rich carrots, Simon and his lab are working to map all the genes that play a part in synthesizing carotenoids in major carrot lines. Simon now knows of 20 genes that are involved. But determining a particular gene's role in generating carotenoids is not that straightforward. Aside from enhancing the nutritional value of carrots—as well as onions, garlic, and cucumbers—researchers at Simon's laboratory also work to improve the vegetable's culinary quality and appeal.

With their compelling health benefits and a thumbs-up from taste testers, Simon's colorful carrots will be a great addition to supermarket produce aisles once consumers create a demand for them.

18. The main purpose of this passage is to
- (A) report on enhancements to the nutritional value of carrots
  - (B) point out the health benefits of carotenoids
  - (C) explain why carrots can be various colors
  - (D) encourage people to buy carrots of various colors
19. The author's tone can best be described as
- (A) emotional
  - (B) sentimental
  - (C) optimistic
  - (D) informative
20. According to the passage, carrots have been bred in all of the following colors EXCEPT:
- (A) yellow
  - (B) green
  - (C) red
  - (D) purple
21. The type of carotene that gives carrots a red color is
- (A) lycopene
  - (B) xanthophyll
  - (C) anthocyanin
  - (D) beta-carotene

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22. This passage can best be described as
- (A) a biography
  - (B) a research report
  - (C) propaganda
  - (D) an editorial

Questions 23–26

From the outskirts of the town,  
 Where of old the mile-stone stood,  
 Now a stranger, looking down  
 I beheld the shadowy crown  
 5 Of the dark and haunted wood

Is it changed, or am I changed?  
 Ah! the oaks are fresh and green,  
 But the friends with whom I  
 ranged

10 Through their thickets are  
 estranged  
 By the years that intervene.

Bright as ever flows the sea,  
 Bright as ever shines the sun,  
 15 But alas! they seem to me  
 Not the sun that used to be,  
 Not the tides that used to run.  
 —Henry Wadsworth Longfellow  
 from “Changed”

23. The author’s tone is best described as
- (A) lighthearted
  - (B) optimistic
  - (C) nostalgic
  - (D) humorous
24. This poem is written from the point of view of
- (A) a frightened child
  - (B) a disinterested adult
  - (C) a sympathetic outside observer
  - (D) a sad observer of a transformation
25. In line 5, the author most probably refers to the woods as “haunted” in order to
- (A) make the narrator seem foolish and superstitious
  - (B) hint at the narrator’s acceptance of death
  - (C) reveal the narrator’s belief in spirits
  - (D) indicate the woods were filled with memories

26. Which of the following best expresses the theme of this poem?
- (A) the power of the sun
  - (B) the passage of time
  - (C) the fluctuation of the tide
  - (D) nature’s renewal

Questions 27–32

The Statue of Liberty was a gift to the people of the United States from the people of France in recognition of the friendship established  
 5 between the two nations during the American Revolution. Over the years, the Statue of Liberty has come to symbolize freedom and democracy as well as this international friendship.

10 Sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture with the year 1876 in mind for completion, to commemorate the centennial of the American Declaration of Independence.

15 Alexandre Gustave Eiffel (designer of the Eiffel Tower) was called in to address the structural issues of Bartholdi’s colossal sculpture. The

20 Statue was a joint effort between America and France and it was agreed upon that the American people would build the pedestal, and the French people would be responsible for the Statue and its assembly here in the United States. Lack of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment, and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, art exhibitions, auctions and prize fights helped to provide  
 35 the needed funds. When fundraising for the pedestal lagged, Joseph Pulitzer (noted for the Pulitzer Prize) used the editorial pages of his newspaper *The World* to aid in the fundraising effort. Pulitzer’s campaign of harsh criticism against both the rich, who had failed to finance the pedestal construction, and the middle class, who were content to  
 45 rely upon the wealthy to provide the funds, was successful in motivating the people of America to donate.

Financing for the pedestal was completed in August 1885, and pedestal  
 50 construction was finished in April of 1886. The Statue was completed in France in July, 1884, and arrived in New York Harbor in June of 1885 on board the French frigate *Iseré*.

55 In transit, the Statue was reduced to 350 individual pieces and packed in 214 crates. The Statue was re-assembled on her new pedestal in four months time. On October  
 60 28, 1886, in front of thousands of spectators, President Grover Cleveland accepted the Statue on behalf of the United States. She was a centennial gift ten years late.

27. According to the passage, the Statue of Liberty was intended to celebrate the
- (A) centennial of the Declaration of Independence
  - (B) end of the Civil War
  - (C) end of hostilities between France and the United States
  - (D) start of the twentieth century
28. In line 18, which word can be substituted for “address” without changing the meaning of the sentence?
- (A) speak to
  - (B) focus on
  - (C) lecture
  - (D) label
29. According to the passage, the Statue of Liberty symbolizes
- I. democracy
  - II. freedom
  - III. international friendship
  - IV. a treaty between the United States and France
- (A) I only
  - (B) II only
  - (C) I and III only
  - (D) I, II, and III only

**GO ON TO THE NEXT PAGE.**

30. According to the passage, all of the following are true EXCEPT:
- (A) The United States agreed to finance and build the pedestal.
  - (B) Bartholdi needed help with structural issues of the statue.
  - (C) Joseph Pulitzer was instrumental in raising money for the pedestal.
  - (D) The designer of the Eiffel Tower was called in to help raise funds for the project.

31. The main purpose of the passage is to
- (A) inform the reader about the history of the Statue of Liberty
  - (B) describe how Bartholdi designed the Statue of Liberty
  - (C) compare fundraising efforts in the United States and France
  - (D) explain how the Statue was assembled on her pedestal

32. This passage would most likely appear in a
- (A) short story
  - (B) textbook
  - (C) engineering journal
  - (D) newspaper

Questions 33–36

At the end of what seemed a tedious while, I had managed to pack my head full of islands, towns, bars, "points," and bends; and a curiously inanimate mass of lumber it was, too. However, inasmuch as I could shut my eyes and reel off a good long string of these names without leaving out more than ten miles of river in every fifty, I began

to feel that I could take a boat down to New Orleans if I could make her skip those little gaps. But of course my complacency could hardly get start enough to lift my nose a trifle into the air, before Mr. Bixby would think of something to fetch it down again. One day he turned on me suddenly with this settler: — "What is the shape of Walnut Bend?"

He might as well have asked me my grandmother's opinion of protoplasm. I reflected respectfully, and then said I didn't know it had any particular shape. My gunpowdery chief went off with a bang, of course, and then went on loading and firing until he was out of adjectives.

I had learned long ago that he only carried just so many rounds of ammunition, and was sure to subside into a very placable and even remorseful old smooth-bore as soon as they were all gone. That word "old" is merely affectionate; he was not more than thirty-four. I waited. By and by he said, —

"My boy, you've got to know the *shape* of the river perfectly. It is all there is left to steer by on a very dark night. Everything else is blotted out and gone. But mind you, it hasn't the same shape in the night that it has in the day-time."

"How on earth am I ever going to learn it, then?"

"How do you follow a hall at home in the dark? Because you know the shape of it. You can't see it."

"Do you mean to say that I've got to know all the million trifling variations of shape in the banks of this interminable river as well as I know the shape of the front hall at home?"

"On my honor you've got to know them *better* than any man ever did know the shapes of the halls in his own house."

"I wish I was dead!"

—Mark Twain from *Life on the Mississippi*

33. What is the meaning of "gunpowdery" in line 25?
- (A) explosive
  - (B) smoky
  - (C) strong
  - (D) loud

34. Which of the following best describes the narrator's reaction to the information that he will need to know the shape of the river perfectly even at night?
- (A) anger
  - (B) regret
  - (C) amazement
  - (D) despair

35. The tone of this passage can best be described as
- (A) humorous
  - (B) serious
  - (C) analytical
  - (D) tense

36. This passage can best be described as
- (A) propaganda
  - (B) an autobiography
  - (C) a research report
  - (D) a textbook excerpt

**STOP!**

If you finish before time is up, check your work on this section only.